

DOCUMENT RESUME

ED 158 716

IR 006 126

AUTHOR Smith, Ledell B.
TITLE Special Library Project, Louisiana Training Institute, Baton Rouge, Louisiana.
INSTITUTION Louisiana Training Inst., Baton Rouge.
SPONS AGENCY Louisiana State Library, Baton Rouge.
PUB DATE 78
NOTE 71p.
EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.
DESCRIPTORS *Attitudes; *Delinquents; *Institution Libraries; Library Materials; *Library Programs; Library Services; *Program Descriptions; Program Evaluation; *Use Studies

ABSTRACT

The Scenic High School Special Library Project was a six month pilot program of planning and conducting library related programs and services for Levels II and III juveniles of the Louisiana Training Institute. Its purposes were to identify library materials and activities having significant appeal for juveniles, to encourage better use of the institution library with sufficient effectiveness to invite use of the community library upon release, and to evaluate the effect of such a program on the use of the institution library. From observations of the students' reading interests, information gathered during "rap" sessions, and responses made to a library attitude survey, 449 paperback books were purchased for reading. Other activities and programs included poster and filmstrip design, writing contests, viewing feature films, and field trips off-campus; evaluation sheets were completed by the students after each program or activity to measure their reactions. To determine whether active and interesting programming, new materials, and equipment could modify their attitude towards libraries, a survey form was constructed and distributed during the first four weeks of the program and at the end; results indicated that the program was successful in changing student attitudes. A descriptive evaluation by the program's director is also included. New releases, an outline of program activities, comments from students and staff who participated in the program, a copy of the library survey, and a detailed listing of project expenditures are appended. (Author/JPF)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

SPECIAL LIBRARY PROJECT

LOUISIANA TRAINING INSTITUTE

BATON ROUGE, LOUISIANA

By

Ledell B. Smith, Director

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gloria Spooner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

With Funds From Title I

Library Services and Construction Act

Administered by the Louisiana State Library

Baton Rouge, Louisiana

1978

ED158716

IR006126

Tabel of Contents

I. Louisiana Training Institute, Baton Rouge, Louisiana, Scenic High School Special Library Project Report	1
II. Special Library Project Objectives	5
III. Juvenile Activities and Programs	9
IV. Louisiana State Library Film Program	17
V. Feature Film Program	19
VI. Field Trips Off-Campus	20
VII. Field Day Activity	25
VIII. Evaluation of the Special Library Project by Participants	26
IX. Evaluation of the Special Library Project by the Director	40
X. Appendix	45
I. A Week to Remember	46
II. Newspaper Article	47
III. Brief Outline of Activities and Programs	48
IV. Programs	49
V. Black Heritage Week Booklist	51
VI. A List of Prizes for Outstanding Achievement	52
VII. Poetry Books Display	54
VIII. Comments from Students Taken from the Evaluation Sheets	55
IX. Brief Comments by Staff Members	57
X. Library Survey	60
XI. What Did You Think About It	61
XII. Tell Us! Tell Us! Tell Us! Tell Us!	62
XIII. Expenditures of the Special Library Prpject	63

LOUISIANA TRAINING INSTITUTE
BATON ROUGE, LOUISIANA
SCENIC HIGH SCHOOL SPECIAL LIBRARY PROJECT
(JANUARY 26, 1977 - JUNE 30, 1977)

The Scenic High School Special Library Project was sponsored by the Louisiana State Library and designated for the Level III juveniles of Louisiana Training Institute-Baton Rouge, Louisiana, an all-male institution for juvenile offenders. Because of the fluctuation of the Level III population only four (4) of the seventy-eight (78) juveniles participating in the project remained throughout the entire five months. Therefore, it was decided to include some Level II juveniles in the program, also. The maximum number of Level III and upper Level II juveniles participating in the project at one time was thirty-two (32). This was a six-month pilot program of planning and conducting library-related programs and activities for and with the Level III and upper Level II juveniles. Its purpose was to identify library materials and activities having significant appeal for the juveniles; to encourage better use of the institution library with sufficient effectiveness to invite use of the community library upon release; and to evaluate the contribution such a program would make through comparing the use of the institution library at the beginning and end of the program.

Upon commitment, by the court, all students are sent to the Juvenile Reception and Diagnostic Center located on the grounds of L.T.I.-Baton Rouge. In the center, the student receives his physical examination, psychological test, some psychiatric evaluation, a hair

cut, brief orientation, education and/or work classifications. After psychological and psychiatric workups have been completed (approximately two weeks), he is then transferred to a state institution within Louisiana.

The two-hundred and fifty (250) juveniles at L.T.I.-Baton Rouge are classified by a Level System. The Level System is a classification system that places students on levels according to their achievement in response to the treatment program of the institution.

Upon arrival at Louisiana Training Institute all students are classified in Level I. Each level has a color code. Level I students wear red T-shirts and jackets. Students may advance from Level I to Level II by gaining forty (40) merits on campus, which takes approximately one month. Level II students wear white T-shirts and jackets. To advance from Level II to Level III, students must earn one-hundred and fifty (150) merits and an eligibility form must be submitted by each student's counselor indicating approval from Cottage Life Supervisor, Recreational Supervisor, and Chaplain. Level III students are the most advanced students who have achieved an acceptable behavior pattern in response to the treatment program of the institution. All students in this level wear green T-shirts and jackets. They are given more responsibilities and privileges than students in any of the lower levels. There is also an "F" Group, which is essentially a suspension of all privileges and a suspension of merit gaining.

Louisiana Training Institute (formerly State Industrial School) was established in 1947, with a philosophy to assume the responsibility

of boys entrusted to its care and custody for parental supervision and guidance. The institution's first objective is to rehabilitate each student so that when he returns to his respective community, he will be a useful citizen. Its first objective is to strive to provide a home away from home for the students committed to the institution.

Students are committed from ages 15-19. All commitments are by court order and not to exceed the twenty-first birthday. The recommitment rate averages approximately 37%. The population as of now stands at approximately two-hundred and fifty (250) juveniles. The institution receives students from all areas of Louisiana. However, fifty percent (50%) of the students are committed from New Orleans, Louisiana. Most are committed for an indefinite period. The average student remains in the institution seven to nine months. Students are paroled on a point system inclusive of their adjustment and conduct. Ages 15-16 are paroled, and above age 16 are discharged, as they are no longer under the jurisdiction of the juvenile court and must be tried as adults for any other offenses committed.

The third Sunday of each month is visiting Sunday. Parents or relatives may obtain special permission to visit at other times between 9:00 a.m. and 3:00 p.m.

Recreation is carried on after school and on weekends. Some indoor games that are engaged in by the juveniles are: table tennis, boxing, card games, billiards, and dominoes. The outdoor games are: horseshoes, touch football, badminton, volleyball, and soccer. However, basketball and football are competitive sports.

There are training and academic programs. Many students get

on-the-job training on campus such as: plumbing, electricity, masonry, laundry, carpentry, and painting. Students working in these areas must attend school one-half day. Some deserving students receive training off-campus through the off-campus training program. Students are employed by government agencies, hotels, motels, service stations, and restaurants. Students are transported to and from work by the institution.

There are fifty (50) qualified teachers in the school area (including the Federal Reading Program). Grades 1-12 are taught vocational and apprentice training in cooking, auto mechanics, cosmetology, woodworking, upholstery, arts & crafts, electricity, agriculture, laundering, plumbing, and barbering. All students must attend school if they are 15 years old or under; unless otherwise recommended. An elementary certificate and/or high school diploma are given upon successful completion of either of these.

Full-time Protestant and Catholic Chaplains are employed at the institution. Religious instruction and counseling are offered to build upon whatever religion the student's parents practice. Protestant and Catholic services are conducted on each Sunday and Wednesday night.

There are 265 full-time employees at the institution. There are, also, some part-time employees which include: two psychiatrists, one dentist, one psychologist, one physician, and four educational consultants. The institution employs part-time college student help, also.

A disciplinary committee has been organized to handle disciplinary problems. This committee is composed of five members and

functions weekly solving disciplinary problems. However, only about five percent (5%) of the students are trouble-makers. Students are handled according to the severity of the problem. Problems may be solved by counseling, restricting some of the student's activity, placing him in seclusion and in some cases, being transferred to the Juvenile Adjustment Center.

SPECIAL LIBRARY PROJECT OBJECTIVES

The following goals and objectives were developed to serve as guidelines to follow throughout the program.

To identify library materials and activities having significant appeal for juveniles in a training institution:

- (1) Devise and distribute evaluation sheets for each activity to determine which types of programs have been the most enthusiastically received
- (2) Devise and distribute an informational needs survey to determine what types of library materials are used most often by the juveniles
- (3) Assist the librarian and the State Library institutional consultant in choosing audiovisual and book materials identified as being most used in the informational needs survey
- (4) Observe the materials used in the library and checked-out by the program participants to ascertain subject interest in books, magazines, and audiovisual materials
- (5) Solicit verbal opinions, as the opportunity presents itself, directly from the project participants

To encourage use of the institution library with sufficient effectiveness to invite use of the community library upon release:

- (1) Develop and administer a pre and post library attitude survey to see if a more positive feeling for libraries has been developed through active library programming and library promotion
- (2) Demonstrate through innovative programming, bibliographies, posters, and personal interaction, the many ways a library can be helpful

- (3) Upon notification of a release, supply the individual with the name and location of the library in the community to which he is returning

To provide opportunities through library-related activities for the juvenile to develop an interest and appreciation for the library:

- (1) Plan and conduct at least twelve varied library-related programs involving the Level III and upper Level II juveniles
- (2) Include the total juvenile population when on-campus programs allow for large group participation, e.g. films, rock bands, etc.
- (3) Promote the library by passing out attractive programs identifying library-sponsorship, book displays, posters, bookmarks, short appropriate readings or quotations when introducing an activity or speaker, etc.
- (4) Involve juveniles visiting the library in small groups (and individually) in leisure type activities, e.g. listening to music, viewing sound/filmstrips, and 8mm movies

The Special Library Project was launched January 26, 1977 with the hiring of the director. The first few days were well spent going through an orientation period at the Louisiana State Library. Valuable information concerning library programs and services in juvenile correctional institutions and other general related information were supplied by the State Library institutional consultant. More recent articles dealing with services to juvenile correctional institutions were found through the use of Library Literature.

A visit to L.T.I.-Baton Rouge was scheduled. Arrangements had been made to meet with the Superintendent, Mr. Sanford Hawkins, Sr. and the Librarian, Mrs. Beverly Vincent. Basic information was discussed concerning the proper procedure to follow for planning field

trips off campus, as well as information of a more general nature.

Mrs. Vincent made the library available so we could browse through the collection to find out what type of books were needed the most and also, check the titles already in the collection to avoid duplication.

A list of possible library-related activities was formulated and discussed with Mr. Hicks, principal of Scenic High School-L.T.I. The list of activities was later discussed with a group of fifteen (15) students who would be participants in the project. The students made other suggestions such as crafts and woodwork. In order to reach more of the population, the group was later increased to thirty-two (32) students so that more would have a chance to benefit from the program.

A rap session was held with the group of students. Much information was gained from this. It was observed that most of the students expressed an interest in sport stories, suspense and detective stories. The students made a list of the type of recordings they wanted to have purchased for the library. Most of them preferred soul, rock, and popular music by such groups and singers as: The Brothers Johnson, The Spinners, The Sylvers, KC & The Sunshine Band, The Emotions, Stevie Wonder, Natalie Cole, Aretha Franklin, etc.

A schedule was made to meet with four (4) different groups of students. Each group consisted of eight students. Each group was scheduled to meet in the library one hour, two days each week. This schedule was made to allow the student more time to get familiar with the library materials, work on special projects, read books

and other materials, etc.

During the early stages of the program, much time was spent getting to know the students, observing their behavior patterns, their reading interests, and their attitudes toward the library and its facilities. A library attitude survey was prepared for students to fill out upon entering the program and when leaving the program. In addition to this survey, another sheet was prepared for students to evaluate each individual program in which they were to participate during the Special Library Project.

From observations of the students' reading interests, information given during rap sessions, and responses made by students on the library survey sheets, Ben Brady, institutional library consultant; Mrs. Vincent, librarian; and I, director of Special Library Project, were able to go to Bayou News Company (a local paperback wholesaler) and purchase 299 paperback books. The entire Hardy Boys Series and Nancy Drew Mystery Stories were also included. The students were very excited when these books arrived. They could hardly wait for them to be placed on the shelves for them to check out. The television series based on the Hardy and Drew mysteries started a few weeks before the books arrived at L.T.I.-Baton Rouge, and this may have contributed to the students eagerness to read these books.

Three attractive Gaylord revolving paperback racks had been ordered for L.T.I. The students were eager to help display the paperback books, when the racks arrived. Since there were not enough paperback books to fill all the racks, Mrs. Vincent suggested that more paperback books should be ordered. An additional 150

paperback books were ordered. With the assistance of Mrs. Vincent and the project director, the students were asked to help select some paperback books to be ordered.

JUVENILE ACTIVITIES AND PROGRAMS

The students were given many opportunities to participate in several activities and programs.

As a form of publicity the students made creative posters informing other persons in the institution of the Special Library Project, advertising the library and promoting reading. A wide variety of interest was shown by students as they formulated their ideas for their posters. Many expressed an interest in animals such as horses and dogs. Others preferred to draw school and public library buildings with people on their way there to get books. Many of these posters were displayed in the library, others were placed at various points throughout the institution. A first, second, and third prize was given to the students who made the most attractive and informative posters. The posters were judged by the students and also by members of the staff. Many of the students enjoyed this activity because they like to draw and paint pictures. Others enjoyed it because they were given a chance to listen to soft music in the background while the activity was going on in the library. Since many of the students enjoyed their work with the posters, a trip to observe an art exhibit was requested. A trip of this nature was arranged for them.

Each student was assigned to give a book report during Black History Week. A list of titles was compiled for them to use as a

guide. (This list is included in the appendix.) They were allowed to read any book of their choice by or about Blacks. Most of them chose biographies and autobiographies.

Much talent was shown during the time spent making creative filmstrips in the library. A "Do it Yourself Filmstrip Kit" of "U" Film was purchased for this activity. This kit contained blank filmstrip material that could be typed or written on with black or color ink. The students covered a wide variety of subject areas: science projects, chemistry, symbols, animals, math, creative games and puzzles, etc. First, second, and third prizes were given to students in each group who made the most attractive filmstrips.

The next activity was a writing contest. To help prepare the students for this activity, many of them were given a chance to listen to some authors read their works, a program sponsored by the YWCA. Many of them started writing poems and short stories the next day. Some students made individual collections of poems which were submitted for the contest. Other students wrote short stories. One student wrote several songs. With the help of the band instructor he put music to them and sang them on many occasions on campus. A collection of the students' poems was chosen to be put into a booklet. They decided to give it the title of "Our Poems." These poems were taken to the State Library to be typed and compiled. When the booklets are finished, each student who has a poem included in the booklet will receive two copies of it. Although many of the students have already gone home, their copies will be mailed to them. The students were given many opportunities to read their poems.

Mrs. Sonia W. Jefferson, wife of the former institution superintendent, as well as author of two books, (a novel entitled, Thirteenth Child, and a collection of poems entitled, Poems for People), presented an interesting and inspiring program in the institution library. She gave a brief review of her novel, Thirteenth Child, and read several poems from her collection. The students were allowed time to write an original poem or short story to read to the group. Two prizes were given to the students. A copy of Thirteenth Child, was given to the winner of the best short story and a copy of Poems for People, went to the winner of the best poem. The students decided to donate the books to the library.

Mrs. Dorothy Davis, the Black heritage librarian at Southern University, Baton Rouge, Louisiana, was scheduled to present the next program, but because of illness she was unable to come. The students were very disappointed because they were looking forward to her program. Her presentation was rescheduled to be given a few weeks later.

Dr. Charles Rowell, an associate professor of English at Southern University, Baton Rouge, Louisiana, presented poetry reading and a discussion on Contemporary Black Poetry. He read many of his original poems and also poems written by other authors. The students also read some of their poems to the group.

Mrs. Dorothy Davis, Black heritage librarian at Southern University, Baton Rouge, presented an enjoyable and inspiring program for which it was worth waiting a few weeks. She had recovered from her illness and did a wonderful job entertaining the group. She read

poems and showed how one could write a poem by looking at a work of art. She also illustrated how certain art works could be used to create different kinds of moods for certain people. Again, some students shared some of their poems with the group.

A special program was presented for the celebration of National Library Week. The theme of the program was, "Libraries Have It." The guest speaker was Mr. Percy Tillotson, an instructor at L.T.I., known as the "Poet of L.T.I." He wrote a poem especially for National Library Week, entitled, "A Week to Remember." (A copy of this poem is included in the appendix.) Some students were given an opportunity to share some of their poems and songs with the group. A photographer from the Scotlandville Press, came and made pictures of the event. An article was printed in several local newspapers. (A copy of this article is included in the appendix.) Remarks were given by Mr. Hawkins, superintendent, and Mr. Hicks, principal. Refreshments were served at the end of the program. A display of poetry books was also made for this occasion. (A list of these books is included in the appendix.)

During the week before Easter Sunday, each student wrote an Easter poem and recorded it on cassette tape. The group later listened to themselves read their poems on tape. This was an exciting experience for them. Many students had not had a chance to listen to themselves speak on tape before. The entire group eagerly participated in this activity and because of this, each student was awarded a bag of Easter candy.

Dr. Arthenia Bates Millican, author of "Seeds Beneath The Snow," "The Deity Nodded," and "Where You Belong," presented a session in

the library entitled, "Make Your Own Kind of Music." Before she read her poems and selections from her fiction books, she asked the students to read some of their poems and short stories dealing with life, love, and nature. She enjoyed their poems and short stories and commended them highly for the great talent that was shown. She encouraged them to keep on writing and expressing their ideas through poetry and short stories.

The students were invited to participate in the Poetry Festival at Southern University, Baton Rouge. Many students wrote very interesting, enriching, and self-fulfilling poems, and entered them in the Poetry Festival. Although, their poems were very good, they did not win any prizes in the contest. However, the students who submitted poems were given a chance to enjoy an afternoon at the Poetry Festival.

The next activity was a reading contest, which lasted two weeks. A short period of time was chosen to give the participating students a chance to complete the activity because students are constantly leaving being paroled or discharged to go home. They were given index cards to summarize each book that was read. The paperback books were popular during this time. Many of them read mystery novels written by Agatha Christie. Others read Nancy Drew Mysteries and The Hardy Boys Mystery Stories. It was observed later that most of the students were slow readers and, therefore, were not able to read many books. However, there were a few fast readers who read a large number of books. A first, second, and third prize was given to the students who read and successfully reported on the greater number of books. Even though the students did not feel the contest

was unfair, if the difference in the reading abilities had been observed earlier, the students would have been separated into groups according to their reading abilities at the beginning of the contest.

Many students used their talent in craft and woodwork to make small gifts to send their mothers for Mother's Day. There were many attractive bookmarks made by the students. The other students were eager to use the bookmarks.

The students occasionally spent time relaxing, listening to music, working crossword puzzles, and playing games. The music that was most popular with the group were recordings by such groups as: KC & The Sunshine Band, The Spinners, The Emotions, The Sylvers, Stevie Wonder, and Aretha Franklin. The games they enjoyed the most were: Password, Monopoly, and Bingo. To encourage more students to play "Bingo," the winner of each game was given a piece of candy.

As the audiovisual equipment that was ordered as part of the special project arrived at the library, two students were trained to operate each piece. Mr. Hicks, the principal, suggested that two students be trained because of the continuous change in population at L.T.I.

The students were given work sessions on basic library skills such as stamping library ownership marks on the new books, gluing pockets in books, shelving books, checking books and materials in and out to students. They were also taught how to locate information in reference books. The purpose of these sessions was to give the students a better understanding of the library so that they would be able to appreciate it more.

The filmstrips the students enjoyed the most were the set of

filmstrips based on the Classics and a set on sports. The most popular sport filmstrips were: basketball, baseball, and soccer. They also enjoyed viewing the 8mm movies that were ordered for them. They enjoyed the sound 8mm movies better than the silent 8mm movies.

For another activity a photography contest was decided upon. Several books on photography, manuals, and photo albums were viewed by the students. A series of filmstrips on photography was also shown to the group. A photographer, Mr. Jarreau, of the Scotlandville Press, was invited to come and give tips on how to use a camera properly, calculate distance, and how to figure the correct angle to stand when taking a picture. The camera that was used was an Instamatic X50, that came with the Kodak Ektagraphic Kit purchased for the project. A few of the students owned Polaroid cameras, but not any of them were familiar with the instamatic.

The photography contest seems to have been a fantastic experience for all of the students. They enjoyed taking pictures and having others take their pictures. They made pictures of many places they visited on trips and events and activities in the library. A first, second, and third prize was given to the students who made the most attractive and clearest picture. Two photographers from Southern University judged the prints. As a result of the photography contest, a color slide collection was developed and a scrap book of prints was made for the library.

Since a great number of paperbacks and hardcover books which had been ordered for the project had arrived, and many of them

were biographies and autobiographies, it was decided to make another reading assignment. Each student was asked to read a biography or autobiography and write a critique. By this time most of the students who read well had gone home; therefore, not very many were able to write a critique after reading the books. So each student shared his knowledge of his book with the group in the form of a brief review.

One of the most brilliant students volunteered to write a short play as one of his library projects. The play was based on a mystery novel written by Agatha Christie entitled, Witness for the Prosecution. The students liked the play and decided to present it in an assembly program. The play consisted of a narrator and seven characters. It turned out to be a big hit.

The Scenic High School had an Achievement Day program in the gymnasium. Students were given awards for outstanding academic achievement, sociability improvement, and also for neatness. The Special Library Project students who had made outstanding contributions to the project received awards. They also received reading achievement and reading participation awards. They were commended by the principal and some of their teachers. All of them were thankful and felt very proud receiving the awards.

The Swamp Dawg Band and Show was hired to entertain the students in the gymnasium for three hours one Saturday afternoon. The band played most of the latest hit recordings of soul, rock, and popular music that had an appeal to the majority of the students. Many of the students took an active part in the show by making requests for the band to play and clapping their hands. A few students went on

stage with the band and sang a few songs with them near the end of the show. The band provided a great singing and dance show for the students. Many favorable comments were made by the students campus-wide. They asked, "When are we going to have another good band to come and play for us again?" They were grateful for the opportunity to be entertained by the band. Refreshments were served during and at the end of the show.

LOUISIANA STATE LIBRARY FILM PROGRAM

Twelve (12) Louisiana State Library films were chosen for and with the assistance of the students. They chose recreational type films such as entertainment and sport activities. A few other educational films were chosen for them.

Two films were shown during Black History Week. They were a twenty-six (26) minute black and white film, "Jackie Robinson," and the fourteen (14) minute color film, "Paul Lawrence Dunbar." The majority of the students enjoyed these films and requested more of a similar nature.

A short colorful fast moving film, "The Wild and Wonderful World of Auto Racing," was enjoyed by the students in the library the next week. This exciting film held their attention for twenty-eight (28) minutes.

"Skater Dater," an exciting film, was enjoyed in its entirety by the group. After looking at this film, students expressed an avid interest in a trip to the roller rink so that they could roller skate. A trip to a nearby roller rink was arranged for them.

"Busted: A Story of Teenagers In Trouble," was shown in the

library. This film created a lively discussion among the group. Most of them agreed that the film was both interesting and inspiring.

As an answer to their request, "Aretha Franklin, Soul Singer," was shown for their entertainment. The entire group thoroughly enjoyed this film and enthusiastically requested to see another film about Aretha.

"The Game," a film about teenagers, was shown to a small group of mature students. The students gained a great deal of knowledge concerning teenagers and dating from this film through a discussion following the viewing.

"Future Shock," a forty-two (42) minute film, was viewed by the students. Certain aspects of the film was interesting to them.

Following a discussion of libraries and their services to people of the community, and other activities in the library during National Library Week, the following films were shown: "The Hottest Spot in Town," "Libraries for Louisiana," and "Watts Library Reaches Out." Much information about libraries and the services that are providing were gained from these films.

Since most of the students in the group are from New Orleans, Louisiana, a film entitled, "You'll Love New Orleans," was chosen for them. They enjoyed the film very much because many of the streets and buildings shown were familiar to them.

From the observation of students' reactions and their written comments and evaluation of each of the Louisiana State Library films, the students seemed to have enjoyed "Aretha Franklin, Soul Singer," better than any of the other films. Two other films, "Skater Dater,"

and "You'll Love New Orleans," were also very popular. As a whole, the students enjoyed all of the films and showed their appreciation for each one of them in their own way.

FEATURE FILM PROGRAM

There were a total of ten (10) feature films rented for the entertainment and enjoyment of the juveniles campus-wide. The feature films became a part of the recreational activities of the institution. Two feature films were shown each month. The Recreational Supervisor of the institution was kind enough to show the films either on Friday night or on Saturday afternoon. Most of the films were chosen by the students of the Special Library Project. All feature films were shown in the gymnasium.

"Brothers & Sisters in Concert," was the first feature film to be shown. The film was thoroughly enjoyed. Many students expressed an interest in seeing other films of a similar nature.

The students chose another film entitled, "Three Outlaw Samurai." This was a Japanese film. The students were disappointed because this film was not the kind of film they expected. It was a silent film and they had to read the words on the screen in order to understand the picture.

"West World," a science fiction film, proved to be very popular. It created a lot of publicity for the Special Library Project campus-wide.

"Leadbelly," was the most popularly talked about film shown in the gymnasium. Many students gave favorable comments on this film. This was a type of film in which they felt they could relate to

their own lives. The film reveals the story of a young man who spent many years in prison. It shows the many problems the young man had to cope with in order to adjust to prison life, and of his struggle for freedom again.

"Black Board Jungle," was another film to which the students felt they could relate certain aspects of their own lives. Many of them indicated that this was a very interesting and inspiring film.

"Chamber of Horror," proved to be a very exciting film that held the students attention for eighty (80) minutes.

"Have Rocket, Will Travel," was a scientific mystery film that many of the students enjoyed very much.

"The Wizard of Mars," was another scientific mystery film that held the interest of the students throughout the entire film.

"Monster from Green Hell," was an exciting and horrifying film. Many students expressed an interest in this type of film.

"Slither," was the last feature film shown which was selected by the Special Library Project students. The entire population was sorry to see this program come to an end.

FIELD TRIPS OFF-CAMPUS

The students were given an opportunity to have fourteen (14) field trips off-campus, both recreational and educational in nature. During each trip the students were given a chance to eat off-campus which was a welcome change from the food served in the lunchroom on campus. On many occasions they were taken to McDonald's and Piccadilly Cafeteria for a meal of their choice. On one occasion they were taken to Sizzlers Family Steak House. And on another

occasion they were taken to Pat's Waterfront Restaurant, located in Henderson, Louisiana. The meals off-campus created a lot of extra publicity for the project. After each trip the students bragged about the different kinds of food they had eaten. As a result of this bragging and because food and eating is a very important activity to growing young men, long lines of students begged to become a part of the Special Library Project.

From observation of students and from reading what they wrote as special comments concerning the food on trips, McDonald's was the most popular place. * A sandwich and a malt or a cold drink seemed to have been more satisfying to them than a complete meal in a restaurant.

The first field trip off-campus was to Louisiana State University (LSU) Assembly Center to see the Harlem Globetrotters play basketball. At one point the students thought they might not get a chance to go because the program funds had not been released at that time. When the Superintendent heard about how badly they wanted to go, he was willing to advance the funds for the trip, which were refunded to him later. This was an exciting event. The students seemed to have enjoyed the trip very much. This first field activity created a lot of publicity and excitement for the project.

In response to the students' request to observe an art exhibit, eighteen (18) students who had done very well on their posters were given a chance to observe an art exhibit in the Southern University Union. It consisted of art works created by inmates in Louisiana State Penitentiary, Angola, Louisiana. The students were surprised to observe the works of so many talented imprisoned persons.

To help prepare the students for their writing contest, ten students were chosen to go to the University Methodist Church on LSU campus to listen to authors read their works. The students were very surprised when they heard some of the poems because they thought that all poetry rhymed. This experience enabled them to learn that all poetry has rhythm, but all poetry does not necessarily have to rhyme.

Twelve (12) students who had given good oral book reviews and read the most books during the reading contest were given a chance to enjoy an exciting trip to LSU Assembly Center to witness "Holiday on Ice." The majority of them felt that the trip was enjoyable.

In response to the students request, after viewing the film, "Skater Dater," twenty (20) students were given a chance to enjoy roller skating at the Roller Ranch in Baker, Louisiana. This trip was thoroughly enjoyed by the entire group.

Following a discussion on services of public libraries to the community, during National Library Week, many students requested a trip to a public library. As an answer to thier request, twelve (12) students were given the opportunity to visit the East Baton Rouge Parish Library located on Goodwood Boulevard. The young adult librarian there gave the group a warm welcome and a pleasant tour of the library. Three short book reviews were given: Bob Champett, The Motorcycle Handbook; Hugh Edwards, Sharks and Shipwrecks; and Charley Baumann, Tiger, Tiger: My 25 Years with the Big Cats. The students listened very attentively to the reviews and a few of them asked some very intelligent questions. The group was given

information on how to locate places in a city directory, for example, the community library in their hometown. The group was encouraged to use their public libraries more when they return home, now that they knew more about the many services that are rendered.

As a response to the students request to visit another large library, seventeen (17) students had an interesting and very informative trip to the Louisiana State Library. The students were given a well planned tour of the State Library by Mr. Ben Brady, institutional library consultant. The majority of the students appreciated the time that was spent by the members of various departments informing them as to what is actually going on in each department of the State Library. They were given a chance to actually see where many of the films they had enjoyed came from.

Following the tour of the State Library, the group was taken to the State Capitol. They were given an opportunity to go to the top of the Capitol building and look down on the city. Later they were given a tour of the Senate and House Chambers. Much information was gained from this tour. The group also visited the Old Arsenal Museum located on the State Capitol grounds. There were many interesting things to see in the museum. This was an excellent educational and informative trip.

The next trip was to the Paramount Theatre to see a film entitled, "Led Zeppelin in Concert." Twelve (12) students made the trip. Although some of them enjoyed the film better than others, they all were thankful to have a chance to go there.

Because of popular demand, a second trip was made to the Roller Ranch in Baker, Louisiana. The students enjoyed skating until it

was time for lunch. After lunch, the group was given a tour of the Arts and Science Center in Baton Rouge. The group was later taken to visit the Old State Capitol. This turned out to be an enjoyable and interesting trip.

The next trip was to the LSU Assembly Center to enjoy the Concert-Rufus, featuring Chaka Khan, The Bar-Kays and The Brothers Johnson. They played the type of music that had an appeal to the majority of the group. Most of them thoroughly enjoyed the concert.

The next trip was a tour of Avery Island. First, there was a visit to the Tabasco factory to see how hot sauce is made. Later, the group was given a tour of the Jungle Gardens of Avery Island. There was a lot to observe during the tour. Only two of the students had been there before. This was the first time many of these juveniles had encountered an experience like this. The trip was exciting and enjoyable.

The students had a successful fishing trip to Taylor's Lake in Jackson, Louisiana, and to the Port of Baton Rouge. Twenty-two (22) students went on the trip. Many of these teenagers were going fishing for the first time in their lives. This was a trip which the entire group rated very highly. The majority of them caught a fish or a small turtle on their hooks.

The final trip off-campus was enjoyed by the eight Level III students and two of the Level II students and sort of served as a culminating event to the Special Library Project. They had an exciting experience in the Astroworld in Houston, Texas. None of the ten students had ever done this before. They enjoyed riding

the Roller Coaster, boats, trains, etc. This was perhaps the most enjoyable and successful trip of all.

A FIELD DAY ACTIVITY

The culminating activity on campus for the Special Library Project took the form of a field day picnic. A total of nine activities were planned for the program:

1. volleyball
2. baseball
3. tug-of-war
4. sack racing
5. three-legged racing
6. potato race
7. egg race
8. endurance race
9. swimming contest

A trophy was presented to the winning team of volleyball, baseball tug-of-war, and swimming. First and second prizes were given for the winners of the other activities. Many other activities were also planned, such as: bingo, archery, and horseshoes. All the students were provided with as much as they could eat and drink. The barbecured beef steaks were provided by the institution. Other refreshments were provided by the Special Library Project.

EVALUATION OF THE SPECIAL LIBRARY PROJECT BY PARTICIPANTS

Evaluation sheets were filled out by the students after each program to find out their reaction. Interesting comments were made concerning the effects of the program, and a sampling of these may be found in the appendix.

In an effort to determine if active and interesting programming and new materials and equipment could modify the attitude these juveniles had toward libraries, a survey form was constructed and distributed during the first four (4) weeks of the Special Library Project and when it ended. Those students who were released before the Project ended were re-surveyed prior to their departure from the institution. The following are the results of this pre- and post-library attitude survey. (A copy of the survey is in the appendix.)

Because the number of participants varied so greatly throughout the Project and because responses were not made to all the questions on the survey sheet, the figures cited next to the responses will not be uniform.

A COMPARISON OF RESPONSES GIVEN BY STUDENTS ON THE LIBRARY SURVEY SHEET

Responses from question one:

	<u>Beginning of Program</u>	<u>End of Program</u>
Libraries are fun	25	35
Libraries are boring	2	1
Libraries are helpful	25	27
Libraries are cheerful	20	34
Libraries are depressing	2	0
Libraries are pleasant	22	33
Libraries are friendly	21	36
Libraries are accessible	21	33
Libraries are exciting	23	34

After observing the responses of the students for question one, I feel that the program has had a positive effect for almost all of the students who participated in the project.

Charts are given on the next three pages showing the first, second, and third choice responses given by students in responses to question two, three, and four on the Library Survey sheet.

The numbers listed after each item under choices, indicate the number of students who listed that item as their first, second, or third choice.

2) If you had the following items or activities in your library, which one would you choose first, second, third, etc.?

Responses at Beginning of Program

Responses at End of Program

ITEMS	CHOICES			ITEMS	CHOICES		
	1st.	2nd.	3rd.		1st.	2nd.	3rd.
Comic books	4	1	3	Comic books	4	2	1
Television	4	8	5	Television	4	2	4
Paperback books	3	4	3	Paperback books	4	4	4
Live entertainment	8	2	5	Live entertainment	8	4	2
Newspapers	1	3	2	Newspapers	1	2	3
Crafts	2	7	3	Crafts	1	0	4
Book talks	1	0	5	Book talks	0	2	1
Sound filmstrips	3	9	1	Sound filmstrips	2	5	4
Magazines	4	0	3	Magazines	0	5	4
Recordings	1	4	0	Recordings	2	3	2
Movies	7	4	9	Movies	2	7	3
Rap sessions	2	0	2	Rap sessions	0	0	3
Cassettes	0	0	2	Cassettes	0	0	0

- 3) If you had one hour a day to do what you wanted to do, what would you choose first, second, third, etc.?

Responses at Beginning of Program

Responses at End of Program

ITEMS	CHOICES			ITEMS	CHOICES		
	1st.	2nd.	3rd.		1st.	2nd.	3rd.
Watch television	7	12	11	Watch television	3	7	10
Sleep	2	1	4	Sleep	2	3	4
Use the library	12	11	8	Use the library	14	3	4
Listen to radio	14	11	8	Listen to radio	7	13	5
Play ball or other sports	8	8	9	Play ball or other sports	5	4	7
Eat	4	9	9	Eat	5	6	6
Do nothing	0	0	1	Do nothing	0	1	2

- 4) If you were given \$10,000 to spend on things to go in your library, what would you buy first, second, third, etc.?

Responses at Beginning of Program

Responses at End of Program

ITEMS	CHOICES			ITEMS	CHOICES		
	1st.	2nd.	3rd.		1st.	2nd.	3rd.
Paperbacks	3	8	8	Paperbacks	5	10	4
Recordings	3	6	7	Recordings	6	2	3
Magazines	1	6	8	Magazines	1	0	6
Newspapers	0	2	4	Newspapers	1	0	4
Games	1	2	0	Games	1	5	4
Toys	0	0	1	Toys	0	1	0
Books	20	5	6	Books	15	8	1
Filmstrips	5	12	5	Filmstrips	8	6	2
Cassettes	3	3	5	Cassettes	0	2	3
Posters	5	2	4	Posters	2	2	5
Puzzles	0	1	1	Puzzles	0	0	3

Responses for question five at the beginning and ending of the program . . .

5) Complete the following sentences:

(a) When I go to the library, I

Beginning of Program

End of Program

"like to read books"

"feel welcome"

"see a film"

"enjoy looking through the books that are on hand"

"read magazines"

"read books"

"check out a book"

"read books and look at filmstrips"

"like to look at filmstrips"

"really have an enjoyable experience"

"study"

"like to talk"

"like to read"

"read the newspaper"

"look for magazines"

"like to do things different for a change"

"have fun"

"look for books that I'm interested in the most"

"always look for a good book to read"

"look at movies"

"like to read the newspaper"

"feel good"

"feel like I belong to a new family of friends"

"am going to learn something or check out a book"

"go to find a very interesting book"

"read books and magazines"

"check out lots of good books and look through magazines"

"like to look at filmstrips"

(b) I think libraries are

Beginning of Program

"fun places"
 "very good for learning things"
 "very interesting in many ways"
 "good places to go and read a book"
 "educational and interesting"
 "good for all people"
 "very useful"
 "very exciting"
 "very important"
 "boring"
 "good for you"
 "fantastic"
 "good to have"
 "good for me"
 "very helpful to people"
 "special"
 "good to go to"
 "good places to learn"
 "interesting because they have so many books to read"
 "playing a big role in the education and enjoyment of people"
 "very wonderful and good to go in and read"

End of Program

"fantastic and fun"
 "fun, exciting, and have wonderful resources for readers"
 "very very good to me"
 "fun"
 "fun places to go"
 "very important"
 "very interesting"
 "very informative"
 "very good"
 "a good place to go and learn something"
 "very useful to me"
 "good for people"
 "made for self-enjoyment and satisfaction with the use of books"
 "really a good place to go"
 "the best place to be when you want to read"
 "very educational and useful"
 "helpful and interesting"

(c) The libraries I have visited have been

Beginning of Program

"very good for learning things"
 "loaded with books to read"
 "helpful to me"
 "successful"
 "exciting"
 "very interesting"
 "very nice inside"
 "very enjoyable places"
 "pretty impartial"
 "great"
 "very boring"
 "fun to go in"
 "clean and arranged in good order"

End of Program

"fun and exciting"
 "beautiful and resourceful"
 "very nice"
 "excellent"
 "well equipped and essential to the community"
 "very interesting"
 "very helpful"
 "well planned and neat"
 "enjoyable and interesting"
 "very useful to me"
 "alright"
 "quiet and easy to get books from"

(d) I would like the library to

Beginning of Program

"have more live entertainment"

"participate in some kind of action for everyone"

"have more up-to-date books"

"get more magazines and let us play recordings"

"be bigger and helpful to all"

"stay open longer so on days that I work late I could still check out a book"

"have more games"

"be more advanced"

"be more interesting than it is"

"get more newspapers for the students"

"show more movies"

"help me in every way it can"

"introduce books to all young people"

End of Program

"have more group meetings"

"keep up the practice of helping people"

"get more books about girls"

"be available to everyone everywhere"

"get more magazines"

"keep the good work up"

"be open everyday of the week"

"have more poetry books"

"give us a good time"

"get more biographies"

"have more talk groups"

"get more books and to get a lot of filmstrips"

"have more space"

Responses to question six at the beginning and ending of the program . . .

- 6) If you could produce a TV special based on a book (such as Roots), what book would it be and why?

Beginning of Program

End of Program

"Born Free"	"I Always Wanted to Be Somebody"
"Ali"	"E.S.P."
"Captain and the Kings"	"The Omen"
"Jim Plunkett"	"The Captain and the Kings"
"Tales from a Troubled Land"	"Our Black American"
"Indians"	"Touch Not the Cat"
"Reds"	"Happy Days"
"The Man in Black"	"The Man in Black"
"Boyhood of Sammy Davis, Jr."	"The Chaplain of Bourbon Street"
"Mustang!"	"Delinquent Boys"
"Luke Was There"	"As I Lay Dying"
"The Fire Next Time"	"The Executioner"
"Malcolm X"	
"Weep in the Sun"	
"The Clue of the Screeching Owl"	
"The Omen"	
"The Nitty Gritty"	
"I Always Wanted to Be Somebody"	
"The Chaplain of Bourbon Street"	
"As I Lay Dying"	
"Dr. Martin Luther King, Jr."	

It was our hope that these surveys and evaluations would give us a true picture of the way students actually feel toward libraries, the kind of activities they enjoy the most, and the kind of library materials they prefer. Because of this, the students were encouraged to give their true feeling when answering each question on the sheets.

Responses on the survey the second time around, showed that the project has proven to be beneficial to many of the students. The attitudes of many had changed tremendously at the end of the project. Only one student who had participated in the project for a while still felt that libraries are boring, at the end of the project. Only two students still felt that libraries are dull, when the project ended.

The same library survey was given to an equal number of students at L.T.I. who did not participate in the Special Library Project. It was observed that the ~~project~~ students put forth more effort and tried to answer more questions and give more meaningful comments than the students who were not a part of the project. Of the juveniles who did not participate, only six of them felt that libraries are boring or just, "OK". Twelve of them felt that libraries are helpful, while the rest felt that libraries are useless. Six felt that libraries are cheerful and many others felt that libraries are depressing. The majority of them agreed that libraries are exciting, whereas, only a few felt that libraries are totally dull.

Near the end of the project, Mr. Ben Brady, institutional library consultant, prepared a short questionnaire entitled, "Tell Us! Tell Us! Tell Us! Tell Us!" Tell us how we can improve the project by answering the questions below:

- (1) Which on-campus program or activity did you enjoy most? Why?

"The Swamp Dawg Band and Show" - Because they liked the music they played.

"Cook-out" or "Field Day Activity" - Because they had lots of fun, games, prizes, and food.

"Poetry" - - - - - Because they learned a lot from the poets who came and talked with them.

- (2) Which trip off-campus did you like the most? Why?

"Roller Skating" - - - - - Because it was exciting.

"Avery Island" - - - - - Because they had never been there before.

"Fishing" - - - - - Because they like to fish and they also enjoyed it.

"Astroworld" - - - - - Because they had not been there before and they enjoyed it.

"Public Library" - - - - - Because they learned a lot there.

"State Capitol" - - - - - Because it was their first time there, and they saw a lot of interesting things.

"Holiday on Ice" - - - - - Because it was well planned.

- (3) What type of activities in the library did you enjoy doing the most?

"Poetry Project"

"Play"

"Watching Filmstrips"

"Movies"

"Photography Contest"

"Reading"

"Making Bookmarks"

(4) What changes should be made in the project?

The majority of them did not list any changes. However, some felt that, "It should be a lot longer."

(5) Do you have suggestions for other library-sponsored activities or programs?

"They should have more off-campus trips."

"They should have more filmstrips."

"They should order some more good books."

"We should have had an arts and craft hour."

"They should show more films."

"I want more time to be in the library project."

Near the end of the project, a Special Library Project evaluation form was given to many of the employees of L.T.I. It was indicated that their reaction and comments to the Special Library Project would be helpful in making future projects in other juvenile facilities more meaningful.

The first five statements require a "yes" or "no" reply. They all agreed that there have been more books (paperbacks and hard cover) being used by the residents since the project started in January. All but one felt that the residents now seem more aware of the library and what it has to offer. They all agreed that one or more of the residents had mentioned the different library activities to them. All but three of the staff members and other employees felt that the residents requested to go to the library more often since the program began. Only two of them had not noticed any improvement in behavior of the residents who had actively participated in the Special Library Project.

Many staff members gave examples such as:

"They have book in hands and are not idle."

"Most of my reading students are eager to read their books during free reading period, where previously they had no desire to do so."

"I have observed better table manners in the cafeteria and more attentiveness in assembly programs."

"Some students are not as hostile as before and are more mannerly, more easy spoken and verbal."

"Some students changed their anti-social behavior in order to participate in the program."

"Most of the students in this program have shown a greater respect for themselves and others."

"Many students who occasionally encountered disciplinary problems were able to occupy their time exploring the new library materials."

"Several students who had engaged in runaway attempts before entering the project went on off-campus trips without incidents."

"One student who had trouble relating to other students was able to solve his problems."

"Overt behavior that is unacceptable decreased."

(Other comments made by the staff are included in the appendix.)

EVALUATION OF THE SPECIAL LIBRARY PROJECT BY THE DIRECTOR

As a result of the project, many things happened at L.T.I. The book collection increased greatly. A whole new collection of paperback books and three revolving racks to display them in, were added to the library materials.

The magazine collection was increased by forty-five subscriptions and was appreciated by the students. Their most popular magazines were the sport magazines such as:

"Sports Illustrated"

"Sporting News"

"Mechanic Illustrated"

"Hot Rod"

"Popular Mechanic"

(All other magazines about cars)

"TV Guide"

Multiple copies of "TV Guide" were ordered and made available for the television viewing rooms in each dormitory.

Many pieces of audiovisual equipment and varied types of audiovisual materials were added to the collection. Watching filmstrips soon became an enjoyable past-time for the students. They particularly liked the set of filmstrips on sports. Soccer, basketball, and baseball are their favorite sports.

"The Classics Series" of filmstrips are popular, especially "Twenty Thousand Leagues Under the Sea," and "Dr. Jeckyll and Mr. Hyde." All the "Monster" filmstrips are also very popular.

It was observed that students work better when they are given a chance to take part in planning the activities and programs. Many of the activities such as: writing and producing a play, activities with craft and woodwork, and many others were suggested by the students. The students were given a chance to suggest items to purchase as prizes for the various contests in which they participated during the project. (A list of the prizes is included in the appendix.) By letting them help select some of the prizes, gave them an incentive to strive harder to win them in the contests. Many of the field trips were also suggested by the students.

Since the project started many students' attitudes changed which enabled them to stay out of trouble long enough to get paroled or discharged on time. For example, prior to the beginning of the project, Allen R. frequently appeared in the disciplinary committee and stayed on "F Group," all of the time. He was assigned to the Special Library Project and immediately he became involved in writing poems and songs and participating in many other activities in the library. His attitude changed completely. He stayed out of trouble and was able to go off-campus on two field trips. He wrote letters to his judge and sent him copies of his poems and songs. He also informed the judge of the many activities that he was now participating in, in the library. Because of this, his judge gave him permission to go home.

Favorable comments were made concerning the students conduct and behavior in public places. The hostess in one of the

restaurants commended them on their conduct there, and inquired, "Where are these students from? I've never had a group of students to come in and behave this well." She was surprised to find out that they were from L.T.I.-Baton Rouge.

All of the field trips were very successful. There were no runaway attempts made by the students because they enjoyed the trips, and looked forward to every one of them. They did not want to do anything that would prevent them from going on the next trip.

Attractive program announcements were made and sent to the superintendent, principal, members of the staff, etc., informing them of each program and field trip that was made by the students. The project received total support from the superintendent, the principal, the librarian, and the staff of L.T.I.

Prior to the Special Library Project, the students only had two ten-minute recesses each day. This was the only time many of them had to use the library, except on few occasions when a teacher took the class or gave them permission to use the library. The project enabled many of them to have more time to spend in the library to identify library materials and participate in activities, which will encourage better use of the library. This will also give them an opportunity to gain a better understanding of the library, which will hopefully enable them to appreciate the library more.

Since the beginning of the project, the circulation of books more than doubled. This may be attributed to the publicity of the project, the arrival of many new books, and more time to

explore the library collection.

During National Library Week, a special session dealing with the purpose and services of the institution library and of the community library, was held. The purpose of this session was to encourage better use of their institution library and their community library when they return home.

SPECIAL COMMENTS: My greatest satisfaction is knowing that I have done something to help contribute to the well-being of others. I have had an opportunity to work directly with seventy-eight (78) students. All feature movies, the rock music show, assembly programs, and a picnic were shared with the entire student body, staff, etc.

This certainly was a challenging experience for me. I am very pleased to have been given this opportunity to direct this Special Library Project at L.T.I.-Baton Rouge. It is my hope that some funds could be appropriated by some means to build a larger library or enlarge the present library. My only regret is that the library is too small. More space is needed for books, equipment, storage, office space, and comfortable lounge chairs. It is my hope also, that this type of activity could be continued at L.T.I.-Baton Rouge.

The Special Library Project provided needed cultural and social experiences for the students. It provided incentives for the students to read more and use the library more frequently. The program taught these students that some things have intrinsic value rather than monetary value. This program may have also given some of the students a sense of direction.

It was suggested to me by the State Library Institutional Consultant, to keep a diary or a day-by-day account of the events and programs. It was very helpful to me and I am glad this was suggested to me.

Ledell B. Smith, Director
Louisiana Training Institute,
Baton Rouge
Special Library Project

APPENDIX

A WEEK TO REMEMBER

National Library Week in the United States
What a wonderful week it should be,
As millions of people read and learn
Of people and places they may never see.

Reading is good for relaxing the mind
And starting your thoughts to flow,
Always remember to carry a book
To read wherever you go.

The library is a unique place
Different from other places you see
Because it contains the world's best knowledge
Just waiting for you and for me.

Make use of the services of your library
It is waiting here for you,
Get used to learning of different things
And your dreams just might come true.

Let us all enjoy our library
Not just this week, but all the year,
Be kind and courteous to the librarians too
Because they're very dear.

Percy Tillotson

Scotland Press

FORTY-EIGHT

SCOTLANDVILLE, LA.,

MAY 8, 1977



LIBRARY PROJECT—Pictured, left to right, Jesse J on drums;
Andrew L , guitar; Percy T sitting at desk, and Glen R , Singer.

Serving the entire north part of
the parish, Zion City area, North
Scotlandville, Baker, Alsen,
Zachary and Baton Rouge.
More than 45,000 served.

15 cents copy

'Poet Of LTP' Offers Tribute

Scenic High School students who are participating in a Special Library Project, presented a Program in the Library. The theme of the program was, "Libraries Have It!"

Entertainment was provided by students of the Special Library Project Group. Prayer was given by Linnell H , Andrew L , Glen R and Jesse J presented a song, which was composed and set to music by Glen R and Andrew L .

The guest speaker was Percy

T , an instructor at L.T.I. known as, "The Poet of L.T.I." He shared with the group many of his original writings. He opened his presentation with a Poem written especially for National Library Week entitled, "A Week to Remember."

Remarks were given by Superintendent Sanford Hawkins and Principal Ernest Hicks.

The program was sponsored by Mrs. Ledell B. Smith, Director of the Special Library Project and Mrs. Beverly Vincent, Librarian.

BRIEF OUTLINE OF ACTIVITIES AND PROGRAMS

1. Making creative posters
2. Book reports (various occasions)
3. Reading contest
4. Writing contest (poems, songs, and short stories)
5. Setting up book displays
6. Making creative filmstrips
7. Craft & woodwork
8. Making bookmarks
9. Games
 - A. Password
 - B. Bingo
 - C. Monopoly
10. Photography contest
 - A. Scrapbook
 - B. Color slide collection
11. Booklists
12. Reading biographies
13. Rap sessions
14. Viewing filmstrips and 8mm movies

PROGRAMS

1. Local Authors: Booktalks, book reviews, short story reading, poetry reading, etc.
 - A. Mrs. Sonia W. Jefferson
 - B. Mr. Percy Tillotson
 - C. Dr. Charles Rowell
 - D. Mrs. Dorothy E. Davis
 - E. Dr. Arthenia J. Bates Millican
2. Louisiana State Library Films
 - A. "Jackie Robinson"
 - B. "Paul Lawrence Dunbar"
 - C. "The Wild and Wonderful World of Auto Racing"
 - D. "Skater Dater"
 - E. "Busted: A Story of Teenagers in Trouble"
 - F. "Aretha Franklin, Soul Singer"
 - G. "The Game"
 - H. "Future Shock"
 - I. "Hottest Spot in Town"
 - J. "You'll Love New Orleans"
 - K. "Libraries for Louisiana"
 - L. "Watts Libraries Reaches Out"
3. Feature Films
 - A. "Brothers & Sisters in Concert"
 - B. "Three Outlaw Samuri"
 - C. "Chamber of Horrors"
 - D. "West World"
 - E. "Have Rocket Will Travel"

- F. "Leadbelly"
- G. "Monster From Green Hell"
- H. "Blackboard Jungle"
- I. "The Wizard of Mars"
- J. "Slither"
- 4. Assembly Program (Awards Presentations)
- 5. Rock Music Show
- 6. Assembly Program (Drama, Student-produced Play)
- 7. Field Trips
 - A. "Fabulous Harlem Globetrotters," LSU Assembly Center
 - B. "Art Exhibit," Southern University
 - C. "Authors Read Their Works," University Methodist Church
 - D. "Holiday on Ice," LSU Assembly Center
 - E. "Roller Skating," Roller Ranch, Baker, La.
 - F. "Rufus Concert," LSU Assembly Center
 - G. "Public Library," Goodwood Boulevard
 - H. "Poetry Festival," Southern University
 - I. "Louisiana State Library and State Capitol"
 - J. "Led Zepplin in Concert," The Paramount Theatre
 - K. "Roller Skating," Roller Ranch, Baker, La.
 - L. "Tour of Avery Island"
 - M. "Fishing" Taylor's Lake and Port of Baton Rouge
 - N. "Astroworld," Houston, Texas
- 8. Field Day Activities
 - A. Games
 - B. Picnic
 - C. Contests

BLACK HISTORY WEEK

Booklist

- Bontemps, Arna. Story of the Negro. Alfred A. Knopf, N.Y., 1948.
- Carlson, Natalie. The Empty Schoolhouse. Harper & Row, 1965.
- Chapman, Abraham. Black Voices. New American Library, N.Y., 1955.
- Chisholm, Shirley. Unbought and unbossed. Avon, N.Y., 1971.
- Collier-Macmillan. African Heritage. London, 1963.
- Feelings, Tom. Black Pilgrimage. Lothrop, N. Y., 1972.
- Gibson, Althea. I Always Wanted to be Somebody. Harper & Row, N.Y., 1958.

"A list of prizes given for outstanding achievement in activities participated in by students of Special Library Project"

1. Publicity Posters

- 1st. - Gillette Supermax 2 Styler/dryer
- 2nd. - LP Album, "The Spinners"
- 3rd. - Mini Label Markers

2. Filmstrip Production Contest

- 1st. - Pocket AM-FM Radio
 - Brut Aftershave Lotion
 - Brut Soap On -A- Rope
- 2nd. - Art Pad & Drawing Pencils
 - Ball point pens & Writing Pads
 - Soap On -A- Rope
- 3rd. - Mini Label Markers

3. Reading Contest

- 1st. - AM-FM Radio
- 2nd. - Mini Calculator
- 3rd. - Reading Achievement Award

4. Writing Contest

- 1st. - Tape Cassette Player
- 2nd. - Harmonica
- 3rd. - Ball point pens and Writing Pads

5. Photography Contest

- 1st. - Agfamatic Camera
- 2nd. - An Instant Load Magicube Camera
- 3rd. - Photograph Album

6. Field Day Activities

- Volleyball - - - - - Trophy
- Baseball - - - - - Trophy
- Tug of War - - - - - Trophy
- Endurance Race - - - Trophy

Sack Race

- 1st. - Pocket Radio
- 2nd. - Sun Cap

Egg Race

- 1st. - Pocket Radio
- 2nd. - Sun Hat

Three Legged Race

- 1st. - Pocket Radios
- 2nd. - Sun Hats

Potato Race

- 1st. - Pocket Radio
- 2nd. - Hair rake or Sun Cap

Bingo Games

- Candy
- Gum

Swimming Contest

- 1st. - Large Trophy
- 2nd. - Small Trophy

POETRY BOOKS DISPLAY

- Deutsch, Babette. Poetry Handbook. Funk & Wagnalls, N.Y., 1957.
- Meltzer, Milton. Langston Hughes. Crowell, N.Y., 1940.
- Milne, A. A. When We Were Very Young. Dell, N.Y., 1975.
- Myers, Elisabeth. Langston Hughes Poet of His People. Garrard, N.Y., 1970
- Nurnberg, Maxwell. A Gathering of Poems. Washington Square, N.Y., 1969.
- Smith, John. My Kind of Verse. Macmillan N.Y., 1968.
- Williams, Oscar. The New Pocket Anthology of American Verse. Washington Square, N.Y., 1972.

COMMENTS FROM STUDENTS
TAKEN FROM THE EVALUATION SHEETS

"Mrs. Smith, I have really enjoyed your library program since it started. I wish I could stay to get into it more, but I have to leave here some day. I enjoyed making the posters and filmstrip while it lasted. Your program has been a complete success in my book, so try hard and keep it there. Also, I hope you liked my stories."

"During the couple of months I have really enjoyed myself and I've learned a lot and I wish it didn't have to end."

"I really enjoyed it because it took me places that I have never been before."

"The program taught me a lot, I wish it could be here next school year."

"I would love for the library program to stay."

"The program was very nice and I wish we could have one next year."

"It helped me to read better."

"I think every school should have a chance to experience this program."

"I liked Avery Island."

"It has helped me pass my time while up here."

"Thank you for giving me the chance to be in the club."

"Libraries are fun places, but I liked the trips the best."

"Thank you very much for the Special Library Project. I hope it has taught everyone else something. It sure taught me something."

"I would like for it to continue. Mrs. Smith did an excellent job."

"It helped me to stay out of trouble."

"I learned to get along with people, white and black. I learned to be treated like I am somebody by other people."

"We have a lot of fun here."

"I really enjoyed the field trips."

"I truly enjoyed the library program very very much, and I wish that we could have another program just like this one. I only wish also, that other people could enjoy it just as I did."

"I have learned a lot in the library."

"I have enjoyed the program and thank you for having me as a part of off-campus activities."

"Your program has taught me a lot about things I did not know. It was very interesting. Thank you for all of the nice things you have done for me."

"I like to have a lot more trips."

"It was helpful to me."

"There were a lot of interesting things to do."

"I really enjoyed the program and I would like to point out a few of the program's outstanding achievements:

- (1) Students learn to work as a group.
- (2) Students became more familiar with their library.
- (3) Reading abilities increased.
- (4) Students have a chance to enjoy outdoor (educational) activities.
- (5) Students have fun.

So to close my little report, I would just like to say that my only regret is that each individual youth are not fortunate enough to experience it."

BRIEF COMMENTS BY STAFF MEMBERS

"The program has been an asset to the institution and we look forward to future programs."

Sanford W. Hawkins, Sr.
Superintendent

"I have heard nothing but praise for the program and the conducting staff."

R. T. Hall
Assistant Superintendent

"There have been no problems (disciplinary or security) among these students since the project began. Credit for this goes to Mrs. Smith who planned well for these students."

Ernest Hicks, Jr.
Principal

"The benefits of a project of this kind can only be outnumbered by the vast number of students needing it. The majority of the participants were involved in activities they had never before enjoyed."

Willie B. Webber
Vice-Principal

"Most of the students in this program have shown a greater respect for themselves and others. This program has been without a doubt the most successful program here at L.T.I."

Charles R. Kelly
Cottage Life Supervisor

"I feel that possibly more students could participate in a like or similar program. I also feel that the library project should be an ongoing thing."

James K. Washington
Coach

"Mrs. Ledell Smith, please allow me to thank you and sponsors for providing our school with the library project of such magnitude."

Jesse R. Taylor
Guidance Counselor

"Some students changed their anti-social behavior in order to participate in the program. The Special Library Project provided many meaningful experiences for our students. There has been an awareness created by this project among students and staff that was not there before. Students are more concerned about reading and learning in general. The project has provided materials and equipment to enhance this awareness."

D. M. Andrews
Guidance Counselor

"I wish we could keep this project for a longer period of time."

T. Monroe
Teacher

"More children in the total population should be able to take part in the program."

E. White
Teacher

"Some students are not as hostile as before and are more mannerly, more easy spoken and verbal. I think this program provided the students with a new outlook on what life is all about, by providing some cultural enrichment, showed life can be enjoyable without a life of crime."

Mrs. Sewell
Teacher

"The Special Library Project was one of the best things that could ever happen at L.T.I. The activities provided were very good and meaningful."

W. N. Johnson
Reading Teacher

"Most of my reading students were eager to read their books during free reading period, where previously they had no desire to do so."

Y. M. Jones
Reading Teacher

"Field trips have been a wonderful experience for all of the students."

U. R. Owens
Institution Counselor

"The project could be more beneficial if it could be continued or renewed."

Susie Bell Kighten
Institution Counselor

"The Special Library Project has been most beneficial to the school, even though it was short lived. Many of our students are culturally, socially, as well as economically deprived. This program has afforded a few of them, experiences which they might not have gotten under any other circumstances. Unfortunately, this was only a pilot program. A program of this nature ought to be a routine part of the curriculum for these students."

Lawrence Edmond
Institution Counselor

"L.T.I.-Baton Rouge has a great deal to be proud of by having the State Library sponsor the Special Library Project for our students. This project added to our collection of library books, magazines, newspapers, recordings, filmstrips, tapes, audiovisual equipment, and provided our students with some life time experiences. The Special Library Project broadened the horizon of all the students because of the trips that were provided. Students became aware of other places of interest which exist outside of their own little world. This project, with the aid of school personnel, helped the students to develop a sense of responsibility, respect for authority and their peers, a feeling of belonging and a sense of security.

In spite of all the good features of the program it was short lived. L.T.I.-Baton Rouge needs this type of project at all times."

B. A. Vincent
Librarian

Name _____

Date _____

LIBRARY SURVEY

1. Please respond to the following by placing an "X" somewhere between the words listed below according to the way you feel at the moment.

Libraries are:

boring ____:____:____:____:____ fun
 helpful ____:____:____:____:____ useless
 depressing ____:____:____:____:____ cheerful
 pleasant ____:____:____:____:____ unbearable
 unfriendly ____:____:____:____:____ friendly
 accessible ____:____:____:____:____ inaccessible
 dull ____:____:____:____:____ exciting

2. If you had the following items or activities in your library, which one would you choose first, second, third, etc.? Number the blanks 1 - 14.

____ Comic books	____ Books
____ Television	____ Filmstrips with sound
____ Paperback books	____ Magazines
____ Live entertainment	____ Recordings
____ Newspapers	____ Movies
____ Crafts	____ Rap sessions
____ Book talks	____ Cassettes

3. If you had one hour a day to do what you wanted to do, what would you choose first, second, third, etc.? Number the blanks 1 - 8.

____ Watch television	____ Play ball or other sport
____ Sleep	____ Eat
____ Use the library	____ Do nothing
____ Listen to radio	____ Other (please list below)

WHAT DID YOU THINK ABOUT IT?

Name of the Program _____

So that we may provide the kind of programs you enjoy most, let us know your reaction.

Place an "X" somewhere between the words listed below to give us an indication of how you really feel about the program:

1-A. I felt the program was:

good	____:____:____:____:____	bad
boring	____:____:____:____:____	interesting
well planned	____:____:____:____:____	poorly planned
unpleasant	____:____:____:____:____	enjoyable
informative	____:____:____:____:____	uninformative
too short	____:____:____:____:____	too long
unsuccessful	____:____:____:____:____	successful
important	____:____:____:____:____	unimportant

1-B. When it ended, I was:

wide awake	____:____:____:____:____	sleepy
unconcerned	____:____:____:____:____	concerned
happy	____:____:____:____:____	sad
wanting to stay	____:____:____:____:____	ready to leave

Comments:

If this program was given again, would you recommend it to a friend?

____ Yes ____ No

BB:vh 2/11/77

Name _____

TELL US! TELL US! TELL US! TELL US!

The Special Library Project sponsored by the Louisiana State Library will end June 30. Tell us how we can improve it by answering the question below.

- 1) Which on-campus program or activity did you enjoy most? Why?
- 2) Which trip off-campus did you like most? Why?
- 3) What type of activity in the library did you enjoy doing most?
- 4) What changes should be made in the Project?
- 5) Do you have suggestions for other library-sponsored activities or programs?
- 6) Comments:

Thank you for your help.

BB:bh

EXPENDITURES
of the
SPECIAL LIBRARY PROJECT

Materials \$448.33

Posters
Crayons
Lettering
Paint brush. \$12.11

Center piece
Cups
Table cloth
Napkins. 8.48

National Library Week order. 52.05

Filmstrip Kit. 13.78

Posters
Crepe paper. 7.99

Ribbons. 24.11

Games
Index cards
Glue 9.89

Films. 11.92

Scrap book 3.02

Color slides 4.21

Films and magicubes. 10.34

Color slides 4.22

Candy. 4.76

Films and slides 9.22

Films and processing 9.92

Cassette Recorder and tapes. 24.33

Films and color prints 20.04

Flash bulbs.	14.84
Film processing.	3.34
Plastic letters Posters.	20.83
Color prints	7.41
Dining canopy.	95.37
Color film	3.54
Table spoons	6.28
Color prints	14.42
Films and prints	12.30
Games.	22.51
Color slides	2.44
Color prints	14.66
<u>Prizes.</u>	<u>.\$300.77</u>
Record Album Picture camera	9.40
Contest trophies	19.67
AM-FM Transistor Radio	20.71
Calculator	10.55
Drawing pad & pens Tablets.	11.69
Brut lotion Mini Label Markers	21.69
Pocket Radio Brut Soap on -A- Rope.	24.57
Cassette player.	23.19
Easter candy	27.20
Contest trophies	25.41
Harmonica	6.89

AM-FM Pocket Radio	10.47
Trophies	37.06
Pocket radios.	15.54
Sun hats	9.97
Hair rakes	7.95
Pocket radios.	15.36
Sun caps	3.45
<u>Field Trips</u>	\$740.77
LSU Union.	48.00
B.R. Area YWCA	15.00
LSU Union.	39.50
Roller Ranch	30.00
LSU Union	80.00
Paramount Theatre.	40.00
Roller Ranch	36.00
Avery Island	200.00
Astroworld	252.27
<u>Programs</u>	415.00
Rock Band.	300.00
Mr. Jarreau.	15.00
Mrs. Jefferson	20.00
Mr. Tillotson.	10.00
Dr. Rowell	25.00
Mrs. Davis	20.00
Dr. Millican	25.00

<u>Refreshment</u>	\$549.79
McDonald's	38.61
Piccadilly Cafeteria	218.64
Sizzler Family Steak House	71.87
Dainty Made Sandwich Co.	35.99
Borden Ice Cream	40.06
Gourmet Services	50.00
Ice.	5.50
Ice Cream.	40.60
Sweet Peas	15.82
Drinks	32.70
<u>Movies</u>	.1,267.10
Monster from Green Hell.	26.25
Have Rocket Will Travel.	26.50
West World	255.00
Slither.	180.00
Brothers & Sisters in Concert.	205.00
Three Outlaw Samurai	205.00
Leadbelly.	255.00
Blackboard Jungle.	55.00
Feature Film Service	59.35
<u>Miscellaneous</u>	55.24
Transportation	7.00
Postage.	36.40
Film damage.	4.55
Wrapping paper	4.81

Off Spray. 1.79
 Stationery 69

Expenditures	<u>3,777.00</u>	<u>\$3,777.00</u>
Balance	<u>0</u>	
Total budget	\$3,777.00	

S/Ledell B. Smith
 Ledell B. Smith, Director
 Special Library Project
 Louisiana Training Institute
 Baton Rouge, Louisiana 70807